

**GCSE**

**Classical Civilisation**

**Unit A352: Epic and Myth (Foundation Tier)**

**Specimen Paper**

# F

**A352(F)**

Time: 1 hour

Additional Materials: Answer Booklet (8 pages)



## INSTRUCTIONS TO CANDIDATES

- Write your name in capital letters, your Centre Number and Candidate Number in the spaces provided in the Answer Booklet.
- Read each answer carefully and make sure you know what you have to do before starting your answer.
- There are **two** options in this paper:  
Option 1: Homer *The Odyssey*  
Option 2: Ovid *Metamorphoses*.
- Answer questions for **either** Option 1 **or** Option 2.
- Answer **one** question from section A and **one** question from section B of the option that you have studied.

## INFORMATION FOR CANDIDATES

- The number of marks for each question is given in brackets [ ] at the end of each question or part question.
- The total number of marks for this paper is 60.

This document consists of **8** printed pages.

### Option 1: Homer *The Odyssey*

Answer **one** question from Section A and **one** question from Section B

#### Section A: Commentary Questions

Answer **one** question from this section.

#### EITHER

- 1 Read the following passage from the *Odyssey* and answer the questions which follow:

##### *Athene visits Nausicaa in Scheria*

The polished doors were closed; but Athene swept through like a breath of air to the girl's bed, leant over her and spoke to her, taking the form of the daughter of a ship's captain named Dymas, a girl of Nausicaa's own age and one of her closest friends.

In the form of this girl, bright-eyed Athene said: 'Nausicaa, how did your mother come to have such a lazy daughter as you? All your shining clothes have been left lying about neglected, but you may soon be married and need beautiful clothes, not only to wear yourself but to provide for your bridegroom's party. That is how a bride gains a good reputation with people, which brings great pleasure to her father and her mother. Let us go and do some washing together the first thing in the morning. I will go with you and help, so that you can get it done as soon as possible, because you certainly won't remain unmarried long. Every nobleman in Phaeacia, where you yourself were born and bred, wants you for his wife.'

Homer, *The Odyssey*, book 6

- (a) Odysseus has just arrived in Phaeacia.

Give two details of how he arrived there.

[2]

- (b) Describe what happens when Nausicaa arrives at the beach. Explain **one** reason why you think that Athene's trick at this point is a good one.

[6]

- (c) What impression do you get of Athene in this passage? Give reasons for your views and support them with details from the passage.

[7]

- (d) How effectively does Athene help Odysseus in the *Odyssey*?

In your answer you should include:

- what she does before Odysseus meets Nausicaa
- other times when Athene helps Odysseus
- whether you think he might have needed more help at any time.

[15]

[Total: 30]

OR

- 2 Read the following passage from the *Odyssey* and answer the questions which follow:

*The voyage after the first visit to Aeolus' island.*

For nine days and nights we sailed on; and on the tenth we were already in sight of our homeland, and had even come near enough to see people tending their fires, when I feel fast asleep. I was utterly exhausted, for in my anxiety to speed out journey home I handled the sheet of my ship myself without a break, giving it to no one else.

The crew began to discuss matters among themselves, and word went round that I was bringing home a fortune in gold and silver which the great-hearted Aeolus son of Hippotas had given me. And this is what they said as they exchanged glances: "It's not fair! What a captain we have, valued wherever he goes and welcomed in every port! Back he comes from Troy with a splendid haul of plunder, though we who have gone every bit as far come home with empty hands – and now Aeolus has given him all this into the bargain, as a favour for friendship's sake! Come on; let's find out and see how much gold and silver is hidden in that bag."

Homer, *The Odyssey*, book 10

- (a) Give two details about Aeolus' island and the people who lived there. [2]
- (b) Describe how Aeolus received Odysseus when he first arrived. Explain one reason why you think that he was a good host at this point. [6]
- (c) What impression do you get of Odysseus' crew in this passage? Give reasons for your views and support them with details from the passage. [7]
- (d) How does Odysseus' falling asleep at this point change what happens to him?

In your answer you should include:

- what happens when he falls asleep
- what else happens to him afterwards
- how you think this affects his journey home.

[15]

[Total: 30]

[Turn over]

**Section B: Essays****Option 1: Homer *The Odyssey***

Answer **one** question from this section.

**EITHER**

**3** How important do you think women and goddesses are in the *Odyssey*?

Give reasons for your answer and include details from the books of the *Odyssey* which you have read.

In your answer you might discuss, for example:

- the actions of Calypso;
- the dangers Odysseus faces on his travels;
- the actions of Circe;
- the help Athene and Naucissa give Odysseus in Scheria;
- how the women's actions help or block Odysseus' aim of returning home.

**[30]**

**OR**

**4** 'Odysseus is a very bad leader and most of his men end up dead.' How far do you agree with this view?

Give reasons for your answer and include details from the books 9-10 of the *Odyssey* which you have read.

In your answer you might discuss, for example:

- his actions when with the Lotus-eaters;
- how he dealt with the Cyclops;
- the Lystraegonians and what happened to his men there;
- the time spent on Circe's island;
- what you think makes a good leader.

**[30]**

## Option 2: Ovid Metamorphoses

Answer **one** question from Section A and **one** question from Section B

### Section A: Commentary Questions

Answer **one** question from this section.

#### EITHER

- 1 Read the following passage from the *Metamorphoses* and answer the questions which follow:

#### *An account of the Golden age*

First to be born was the Golden Age. Of its own free will,  
without laws or enforcement, it did what was right and trust prevailed. 5  
Punishment held no terrors. No threatening edicts were published  
in tablets of bronze; secure with none to defend them, the crowd 10  
never pleaded or cowered in fear in front of their stern-faced judges.  
No pine tree had yet been felled from its home on the mountains and come down 15  
into the flowing waves for journey to lands afar;  
mortals were careful and never forsook the shores of their homeland.  
No cities were yet ringed round with deep, precipitous earthworks; 20  
long straight trumpets and curved bronze horns never summoned to battle;  
swords were not carried nor helmets worn; no need for armies, 25  
but nations were free to practise the gentle arts of peace.

Ovid, *Metamorphoses*, book 1

- (a) Give **two** details of how the Silver Age is different from the Golden Age. [2]
- (b) Outline how Ovid describes the beginning of creation. Explain **one** reason why you think he begins his work with this. [6]
- (c) Explain which features of the Golden Age described above make it seem particularly attractive to you. Give reasons for your views and support them with details from the passage. [7]
- (d) Do you think that Ovid's system of the Ages makes sense?  
In your answer you should include:
- what happens in each of the ages
  - how the ages change from one to another
  - what you think the point of the system is.

[15]

[Total: 30]

[Turn over

OR

2 Read the following passage from the *Metamorphoses* and answer the questions which follow:

*The beginning of the story of Baucis and Philemon*

'Pure fiction!' he said. 'Achelous, you credit the gods with too much	5
power, if you think they create and then alter the shapes in Nature.'	
All were aghast at these blasphemous words and voiced disapproval,	10
especially Lelex, whose mind reflected his riper years.	
'The power of heaven cannot be measured,' he answered Firmly.	
'It knows no bounds. Whatever the gods decree is accomplished.	15
To ease your impious doubts, you should visit the Phrygian hills	
to look at an oak tree and linden nearby, both ringed by a low wall.	20
I've been to the place myself, when Pittheus sent me from Troezen	
to Phrygia's lands, where his father Pelops had once been king.	25
Not far from the spot is a fen which used to be habitable Land	
but is now under water and haunted merely by coots and divers.	30
Jupiter once came here, disguised as a mortal, and with him	
his son, the messenger Mercury, wand and wings set aside.	35
Looking for shelter and rest, they called at a thousand Homesteads;	
a thousand doors were bolted against them. One house, however,	
did make them welcome.	

Ovid, *Metamorphoses*, book 8

(a) 'One house, however did make them welcome.' (lines 36-38)

Give two details about this house. [2]

(b) In the passage Lelex refers to a linden and an oak tree.

Explain how these trees were created. [6]

(c) What impression do you get of Lelex in this passage? Give reasons for your views and support them with details from the passage. [7]

(d) How typical is the behaviour of the gods in this story of their behaviour elsewhere in the *Metamorphoses*? [15]

[Total: 30]

**Section B: Essays****Option 1: Ovid *Metamorphoses***

Answer **one** question from this section.

**EITHER****3** Do you think that people who read Ovid's stories can learn lessons from them?

Give reasons for your answer and include details from the books of the *Metamorphoses* which you have read.

In your answer you might discuss, for example:

- the way people behave in the stories
- what happens to them;
- what the gods do in the stories;
- what lessons you think the stories give.

**[30]****OR**

'Anyone who reads Ovid's stories is bound to enjoy them.' Do you agree?

Give reasons for your answer and include details from the books of the *Metamorphoses* which you have read.

In your answer, you might discuss for example:

- your favourite characters
- the different things that happen to them
- stories which you did not enjoy
- whether you think the ancient audience would have found them fun.

**[30]****Paper Total: [60]**

*Copyright Acknowledgements:*

*Sources*

Homer, *The Odyssey*, translated by E.V. Rieu, ed. D. C. H. Rieu and P. V. Jones, Penguin 1991, book 6 lines 19-35

Homer, *The Odyssey*, *ibid.* book 10, lines 28-45

Ovid, *Metamorphoses*, translated by David Raeburn, introduction by Denis Feeney, Penguin 2004; book 1, lines 88-100

Ovid, *Metamorphoses*, *ibid.* book 8, lines 614-629

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The maximum mark for this paper is 60.

SPECIMEN

Section A: Commentary Questions		
Option 1: Homer <i>The Odyssey</i>		
Question Number	Answer	Max Mark
	The following is indicative content only and examiners are reminded that they should credit any accurate points that address the question.	
1	<p><b>Read the following passage from the <i>Odyssey</i> and answer the questions which follow:</b></p> <p>The polished doors were closed; but Athene swept through like a breath of air to the girl's bed, leant over her and spoke to her, taking the form of the daughter of a ship's captain named Dymas, a girl of Nausicaa's own age and one of her closest friends.</p> <p>In the form of this girl, bright-eyed Athene said: 'Nausicaa, how did your mother come to have such a lazy daughter as you? All your shining clothes have been left lying about neglected, but you may soon be married and need beautiful clothes, not only to wear yourself but to provide for your bridegroom's party. That is how a bride gains a good reputation with people, which brings great pleasure to her father and her mother. Let us go and do some washing together the first thing in the morning. I will go with you and help, so that you can get it done as soon as possible, because you certainly won't remain unmarried long. Every nobleman in Phaeacia, where you yourself were born and bred, wants you for his wife.'</p> <p style="text-align: right;"><b>Homer, <i>Odyssey</i>, book 6</b></p> <p><b>(a) Odysseus has just arrived in Phaeacia.</b></p> <p><b>Give two details of how he arrived there?</b></p> <p>Answers should give any two details about how Odysseus came to Phaeacia:</p> <ul style="list-style-type: none"> <li>• by sea;</li> <li>• clinging to a beam from his ship</li> <li>• which was wrecked by Poseidon</li> <li>• Odysseus had help from Athene</li> <li>• he washed up</li> <li>• at the mouth of a river</li> <li>• after praying to the river god</li> <li>• who calmed the current</li> <li>• Odysseus walked onto land towards woods</li> <li>• he fell asleep under a wild olive and cultivated olive.</li> </ul>	[2]
		AO1:2

Section A: Commentary Questions		
Option 1: Homer <i>The Odyssey</i>		
Question Number	Answer	Max Mark
(b)	<p><b>Describe what happens when Nausicaa arrives at the beach. Explain one reason why you think that Athene's trick at this point is a good one.</b></p> <p>Answers should give a description of what happens:</p> <ul style="list-style-type: none"> <li>• girls play</li> <li>• and do washing</li> <li>• Odysseus arrives from the sea naked</li> <li>• and other girls run away</li> <li>• except Nausicaa</li> <li>• whom Odysseus asks for help.</li> </ul> <p>Answers should demonstrate understanding of one reason why the trick was a good one:</p> <ul style="list-style-type: none"> <li>• Athene got Nausicaa to go to the beach so that Odysseus could meet her away from the palace and persuade her to help him</li> <li>• she might not have helped him had they met under other circumstances.</li> <li>• as it is, she is not scared and there is no one to prevent Odysseus talking to her and gaining her trust.</li> <li>• having been given food, drink and clothes by Nausicca, Odysseus is in a much better position to gain further help.</li> </ul>	<p>[6]</p> <p>AO1:4</p> <p>AO2:2</p>
	<p><b>(c) What impression do you get of Athene in this passage? Give reasons for your views and support them with details from the passage.</b></p> <p>Answers should include impressions of Athene based on interpretation of this passage:</p> <ul style="list-style-type: none"> <li>• she is cunning/sneaky</li> <li>• she is persuasive</li> <li>• she is powerful</li> </ul> <p>Answers should demonstrate reasons for the impressions given:</p> <ul style="list-style-type: none"> <li>• she disguises herself</li> <li>• so that Nausicaa is not afraid</li> <li>• so that she can get Nausicaa to do what she wants</li> <li>• she knows the best way to do this</li> <li>• she is aware of Nausicaa's situation</li> <li>• she flatters Nausicaa</li> <li>• and knows what to say to persuade her</li> <li>• she has power over her appearance/how people see her</li> </ul>	<p>[7]</p> <p>AO3:2</p> <p>AO2:3</p>

Section A: Commentary Questions		
Option 1: Homer <i>The Odyssey</i>		
Question Number	Answer	Max Mark
(c) Cont'd	<p>Answers should be supported with at least two relevant details drawn directly from the passage:</p> <ul style="list-style-type: none"> <li>• she is a powerful goddess - Athene swept through like a breath of air'</li> <li>• disguise - 'taking the form of the daughter of a ship's captain named Dymas'</li> <li>• sensible choice of disguise/knowledge about Nausicaa - 'a girl of Nausicaa's own age and one of her closest friends'</li> <li>• motivation of Nausicaa – 'Nausicaa, how did your mother come to have such a lazy daughter as you?'</li> <li>• and persuasion – 'you may soon be married and need beautiful clothes,' or 'That is how a bride gains a good reputation with people, which brings great pleasure to her father and her mother.'</li> <li>• flattery – 'you certainly won't remain unmarried long. Every nobleman in Phaeacia, where you yourself were born and bred, wants you for his wife.'</li> <li>• offers to go with Nausicaa – 'Let us go and do some washing together'</li> </ul>	AO1:2
1(d)	<p><b>The marking grid should be used to mark question 1(d). The information suggested below is indicative only, and any accurate points should be credited in line with the marking grid.</b></p> <p><b>How effectively does Athene help Odysseus in the Odyssey?</b></p> <p><b>In your answer you should include:</b></p> <ul style="list-style-type: none"> <li>• <b>what she does before Odysseus meets Nausicaa</b></li> <li>• <b>other times when Athene helps Odysseus</b></li> <li>• <b>whether you think he might have needed more help at any time</b></li> </ul> <p>Answers should include factual details of what Athene does to help Odysseus:</p> <ul style="list-style-type: none"> <li>• her beautification of Odysseus</li> <li>• his journey into Scheria and the cloud which covers him</li> <li>• the advice given by Nausicaa etc. all due to Athene getting her to go</li> <li>• her non-appearance in the adventure books, and specific instances where Odysseus could have benefited from her help</li> </ul> <p>Accurate points from books other than the books specified for study (e.g.</p>	[15]

Section A: Commentary Questions		
Option 1: Homer <i>The Odyssey</i>		
Question Number	Answer	Max Mark
1(d) Cont'd	books 5 and 13) should also be rewarded.	AO1:5
	<p>Answers should show understanding of role of Athene in helping Odysseus:</p> <ul style="list-style-type: none"> <li>• understanding of the relationship between Odysseus and Athene as a hero and goddess</li> <li>• that she often gives advice</li> <li>• but does not always act directly</li> </ul> <p>Better answers will distinguish the two ways of helping.</p> <p>Answers should evaluate 'effectively':</p> <ul style="list-style-type: none"> <li>• Athene is absent from the adventure books</li> <li>• but note that Odysseus is telling this story</li> <li>• he has to act on his own much of the time</li> <li>• on the advice which she gives.</li> </ul>	AO2:5
		AO3:5
<b>[Total: 30]</b>		
2	<p><b>Read the following passage from the <i>Odyssey</i> and answer the questions which follow:</b></p> <p>For nine days and nights we sailed on; and on the tenth we were already in sight of our homeland, and had even come near enough to see people tending their fires, when I feel fast asleep. I was utterly exhausted, for in my anxiety to speed out journey home I handled the sheet of my ship myself without a break, giving it to no one else.</p> <p>The crew began to discuss matters among themselves, and word went round that I was bringing home a fortune in gold and silver which the great-hearted Aeolus son of Hippiotas had given me. And this is what they said as they exchanged glances: "It's not fair! What a captain we have, valued wherever he goes and welcomed in every port! Back he comes from Troy with a splendid haul of plunder, though we who have gone every bit as far come home with empty hands – and now Aeolus has given him all this into the bargain, as a favour for friendship's sake! Come on; let's find out and see how much gold and silver is hidden in that bag."</p> <p style="text-align: right;"><b>Homer, <i>Odyssey</i>, book 10</b></p>	
(a)	<p><b>Give <u>two</u> details about Aeolus' island and the people who lived there.</b></p> <p>Answers should give any two accurate details:</p> <ul style="list-style-type: none"> <li>• floating</li> <li>• bronze wall surrounds it</li> <li>• house filled with savoury smells</li> <li>• 12 children of Aeolus</li> </ul>	[2]

Section A: Commentary Questions		
Option 1: Homer <i>The Odyssey</i>		
Question Number	Answer	Max Mark
2(a) Cont'd	<ul style="list-style-type: none"> <li>• brothers and sisters married to one another</li> <li>• always feasting</li> </ul>	AO1:2
(b)	<p><b>Describe how Aeolus received Odysseus when he first arrived. Explain <u>one</u> reason why you think that he was a good host at this point.</b></p> <p>Answers should give a description of how Odysseus was received:</p> <ul style="list-style-type: none"> <li>• Aeolus entertained him</li> <li>• for four months</li> <li>• he asked him lots of questions</li> <li>• he gave Odysseus all the help he asked for</li> <li>• he gave him pack of winds</li> <li>• he called on West wind to help Odysseus</li> </ul> <p>Answers should show understanding of one reason why Aeolus was a good host:</p> <ul style="list-style-type: none"> <li>• he showed an interest in Odysseus' life;</li> <li>• he helped him on his way;</li> <li>• he entertained him well.</li> </ul> <p>Answers may refer to xenia, which should be rewarded but is not essential.</p>	<p>[6]</p> <p>AO1:4</p> <p>AO2:2</p>
(c)	<p><b>What impression do you get of Odysseus' crew in this passage? Give reasons for your views and support them with details from the passage.</b></p> <p>Answers should include impressions of the crew based on interpretation of this passage:</p> <ul style="list-style-type: none"> <li>• they are suspicious</li> <li>• they are lacking in trust of Odysseus</li> <li>• Odysseus can't trust them</li> <li>• they feel unappreciated and unrewarded</li> <li>• they are greedy</li> </ul> <p>Answers should demonstrate reasons for the impressions given:</p> <ul style="list-style-type: none"> <li>• they don't trust Odysseus to share any treasure with them and assume that he has treasure and is hiding it from them</li> <li>• they talk together about Odysseus while he is asleep</li> <li>• Odysseus has not told them what is in the bag</li> <li>• Odysseus felt the need to control the ship without giving it to anyone else</li> </ul>	<p>[7]</p> <p>AO3:2</p> <p>AO2:3</p>

[illegible]

Section A: Commentary Questions		
Option 1: Homer <i>The Odyssey</i>		
Question Number	Answer	Max Mark
2(d) Cont'd	<ul style="list-style-type: none"> <li>• focus on the fact that almost got home,</li> <li>• and then had another series of adventures;</li> <li>• these adventures are not that different from those before: Lystraegonians as cannibals (cf. Cyclops), Circe holds on to him.</li> </ul> <p>Answers may point out the effects of him being away from home for longer, and this should be credited however it is not required.</p> <p>Answers should include evaluation focussing on 'change'.</p> <p>Answers should look at what the effects were; they may argue that there were none.</p>	<p>AO2:5</p> <p>AO3:5</p>
[Total: 30]		



Section B: Essays		
Option 1: Homer <i>The Odyssey</i>		
Question Number	Answer	Max Mark
	<p>The marking grid should be used to mark questions 3 and 4.</p> <p>The information suggested below is indicative only, and any accurate points should be credited in line with the marking grid.</p>	
3	<p><b>How important do you think women and goddesses are in the <i>Odyssey</i>?</b></p> <p><b>Give reasons for your answer and include details from the books of the <i>Odyssey</i> which you have read.</b></p> <p><b>In your answer you might discuss, for example:</b></p> <ul style="list-style-type: none"> <li>• the actions of Calypso</li> <li>• the dangers Odysseus faces on his travels</li> <li>• the actions of Circe</li> <li>• the help Athene and Nausicaa give Odysseus in Scheria</li> <li>• how the women's actions help or block Odysseus' aim of returning home</li> </ul> <p>Answers should include factual details of what women and goddesses do in the <i>Odyssey</i>:</p> <ul style="list-style-type: none"> <li>• details of Odysseus' time with Calypso and her help to him in building a raft after the arrival of Hermes</li> <li>• her attempts to persuade him to become immortal</li> <li>• the role of Nausicaa and Athene in Scheria in getting him to Alcinous</li> <li>• Arete's role in helping Odysseus</li> <li>• Circe's role, both hindering and then helping</li> </ul> <p>Answers should show understanding of the roles in the poem of the women/goddesses:</p> <ul style="list-style-type: none"> <li>• Nausicaa as a woman of marriageable age</li> <li>• Calypso as a nymph on her own and the offer of immortality to Odysseus</li> <li>• Circe having magical powers and its effects</li> <li>• Athene as a goddess and her powers of disguise and giving advice</li> </ul> <p>Answers may also look at how the women/goddesses relate to the cultural context of the poem.</p> <p>Answers should evaluate how important women/goddesses are in the poem:</p>	<p>[30]</p> <p>AO1:8</p> <p>AO2:8</p>

Section B: Essays		
Option 1: Homer <i>The Odyssey</i>		
Question Number	Answer	Max Mark
3 Cont'd	<ul style="list-style-type: none"> <li>• focusing on what the women/goddesses do either to help or hinder Odysseus' return home</li> <li>• considering whether he could have got home without this help</li> <li>• considering in what ways the obstructions from women (Calypso/Circe) held him up</li> <li>• they might contrast these with the more violent obstacles – Cyclops, Lystraegonians.</li> </ul>	AO3:14
4	<p><b>'Odysseus is a very bad leader and most of his men end up dead.'</b> How far do you agree with this view?</p> <p><b>Give reasons for your answer and include details from the books 9-10 of the <i>Odyssey</i> which you have read.</b></p> <p><b>In your answer you might discuss, for example:</b></p> <ul style="list-style-type: none"> <li>• his actions when with the Lotus-eaters</li> <li>• how he dealt with the Cyclops</li> <li>• the Lystraegonians and what happened to his men there</li> <li>• the time spent on Circe's island</li> <li>• what you think makes a good leader</li> </ul> <p>Answers should include factual Details of what Odysseus does to lead the party:</p> <ul style="list-style-type: none"> <li>• details of what Odysseus does at each moment of crisis: with the Lotus-eaters and his swift departure with his men</li> <li>• with the Cyclops – his desire to go in, the cunning plan to escape and then calling back to the Cyclops</li> <li>• the killing of the men with the Lystraegonians and his decision to moor his ship outside the harbour</li> <li>• the time he spent on Circe's island – what he did, and why he did not lead the initial party, but left it to Eurylochus.</li> </ul> <p>Answers should demonstrate understanding of role of Odysseus in leading his men:</p> <ul style="list-style-type: none"> <li>• understanding of the role of Odysseus as a leader in each event,</li> <li>• why he acted as he did and the consequences:</li> <li>• decision to enter and remain in the Cyclops' cave due to curiosity;</li> <li>• his leadership in the cave (gets them out of a difficult situation, which he led them into);</li> <li>• why did he moor outside the Lystraegonian harbour?</li> </ul>	<p>[30]</p> <p>AO1:8</p>

Section B: Essays		
Option 1: Homer <i>The Odyssey</i>		
Question Number	Answer	Max Mark
<b>4</b>  <b>Cont'd</b>	<ul style="list-style-type: none"> <li>• His men's request that they leave Circe's island</li> <li>• the role of his men's stupidity.</li> </ul> <p>Answers should include evaluation of the idea of a good leader and whether Odysseus makes the grade:</p> <ul style="list-style-type: none"> <li>• he leads from the front,</li> <li>• keeps his men safe,</li> <li>• is courageous,</li> <li>• speaks well,</li> <li>• is strong.</li> </ul> <p>Answers may see that he succeeds in some areas, but not in others.</p> <p>Answers can agree or disagree, but arguments should be based on evidence.</p>	AO2:8
		AO3:14

Option 2: Ovid <i>Metamorphoses</i>		
Section A: Commentary Questions		
Question Number	Answer	Max Mark
	The following is indicative content only and examiners are reminded that they should credit any accurate points that address the question.	
1	<p>Read the following passage from the <i>Metamorphoses</i> and answer the questions which follow:</p> <p>First to be born was the Golden Age. Of its own free will, without laws or enforcement, it did what was right and trust prevailed. Punishment held no terrors. No threatening edicts were Published in tablets of bronze; secure with none to defend them, the crowd never pleaded or cowered in fear in front of their stern-faced judges. No pine tree had yet been felled from its home on the mountains and come down into the flowing waves for journey to lands afar; mortals were careful and never forsook the shores of their homeland. No cities were yet ringed round with deep, precipitous earthworks; long straight trumpets and curved bronze horns never summoned to battle; swords were not carried nor helmets worn; no need for armies, but nations were free to practise the gentle arts of peace.</p> <p style="text-align: right;">Ovid, <i>Metamorphoses</i>, book 1</p> <p>(a) Give <u>two</u> details of how the Silver Age is different from the Golden Age.</p> <p>Answers should give any two relevant details, such as:</p> <ul style="list-style-type: none"> <li>• It was inferior</li> <li>• spring shortened</li> <li>• four seasons instituted</li> <li>• air became parched/arid</li> </ul>	[2]

Option 2: Ovid <i>Metamorphoses</i>		
Section A: Commentary Questions		
Question Number	Answer	Max Mark
1(a) Cont'd	<ul style="list-style-type: none"> <li>• hanging icicles</li> <li>• people looked for covered homes</li> <li>• corn sown in long furrows</li> </ul>	AO1:2
(b)	<p><b>Outline how Ovid describes the beginning of creation. Explain <u>one</u> reason why you think he begins his work with this.</b></p> <p>Answers should describe the beginning of creation:</p> <ul style="list-style-type: none"> <li>• before earth or sea</li> <li>• nature was Chaos</li> <li>• a shapeless mass</li> <li>• no sun/moon</li> <li>• earth not poised in the air</li> <li>• no lasting shape for anything</li> <li>• a god resolved the strife</li> <li>• sorted out the elements to make a harmonious union</li> <li>• development of the separate elements</li> </ul> <p>Answers should demonstrate understanding of one reason why he begins with this:</p> <ul style="list-style-type: none"> <li>• Metamorphoses deals with all of time from the beginning of time to the re-foundation of Rome under Augustus</li> <li>• It is appropriate to start at the beginning of creation</li> <li>• sets Rome in the context of the whole creation.</li> </ul>	<p>[6]</p> <p>AO1:4</p> <p>AO2:2</p>
(c)	<p><b>Explain which features of the Golden Age described above make it seem particularly attractive to you. Give reasons for your views and support them with details from the passage.</b></p> <p>Answers should include details of features selected from the passage in the description of the Golden Age:</p> <ul style="list-style-type: none"> <li>• lack of laws,</li> <li>• no terrors,</li> <li>• no fear,</li> <li>• no walls around cities,</li> <li>• no battles,</li> <li>• no need for armies</li> </ul> <p>As the question asks which features appeal to the candidate they can pick any features they like.</p>	<p>[7]</p> <p>AO1:2</p>

Option 2: Ovid <i>Metamorphoses</i>		
Section A: Commentary Questions		
Question Number	Answer	Max Mark
1(c) Cont'd	<p>Answers should demonstrate understanding of these features, this will vary depending on the features selected:</p> <ul style="list-style-type: none"> <li>there did not need to be laws because trust prevailed without them</li> <li>there was no unjust punishment that people needed to fear and defend themselves from</li> <li>there was no need for walls around cities as peoples did not leave their lands to attack others</li> </ul> <p>Answers should also evaluate why the particular features chosen are attractive this will vary depending on the features selected but will focus on:</p> <ul style="list-style-type: none"> <li>the idea of freedom</li> <li>the idea of peace.</li> </ul>	AO2:3
(d)	<p><b>The marking grid should be used to mark questions 1(d).</b></p> <p><b>The information suggested below is indicative only, and any accurate points should be credited in line with the marking grid.</b></p> <p><b>Do you think that Ovid's system of the Ages makes sense?</b></p> <p><b>In your answer you should include:</b></p> <ul style="list-style-type: none"> <li><b>what happens in each of the ages</b></li> <li><b>how the ages change from one to another</b></li> <li><b>what you think the point of the system is.</b></li> </ul> <p>Answers should include factual details of whole story of the ages, including:</p> <ul style="list-style-type: none"> <li>details of all four ages</li> <li>the differences between them</li> </ul> <p>Answers should demonstrate understanding of Ovid's purpose in including the ages:</p> <ul style="list-style-type: none"> <li>reference to their position at the beginning of the work</li> <li>the sense of starting with the big picture</li> <li>the idea of transformation and change</li> </ul> <p>Answers should include evaluation of whether the system of the ages makes sense:</p> <ul style="list-style-type: none"> <li>what the system tells us</li> <li>whether it makes sense to move from one age to another</li> <li>whether it makes sense as a whole</li> </ul> <p>Answers can argue either way, but the argument should be backed up with evidence.</p>	<p>[15]</p> <p>AO1:5</p> <p>AO2:5</p> <p>AO3:5</p>

**[Total: 30]**

Option 2: Ovid <i>Metamorphoses</i>		
Section A: Commentary Questions		
Question Number	Answer	Max Mark
2	<p><b>Read the following passage from the <i>Metamorphoses</i> and answer the questions which follow:</b></p> <p>‘Pure fiction!’ he said. ‘Achelous, you credit the gods with too much power, if you think they create and then alter the shapes in Nature.’</p> <p>All were aghast at these blasphemous words and voiced disapproval, especially Lelex, whose mind reflected his riper years. ‘The power of heaven cannot be measured,’ he answered Firmly.</p> <p>‘It knows no bounds. Whatever the gods decree is accomplished.</p> <p>To ease your impious doubts, you should visit the Phrygian hills to look at an oak tree and linden nearby, both ringed by a low wall.</p> <p>I’ve been to the place myself, when Pittheus sent me from Troezen to Phrygia’s lands, where his father Pelops had once been king.</p> <p>Not far from the spot is a fen which used to be habitable Land but is now under water and haunted merely by coots and divers.</p> <p>Jupiter once came here, disguised as a mortal, and with him his son, the messenger Mercury, wand and wings set aside.</p> <p>Looking for shelter and rest, they called at a thousand Homesteads; a thousand doors were bolted against them. One house, however, did make them welcome, a humble abode with a roof of straw and marsh reed, one that knew its duty to gods and men.</p> <p style="text-align: right;"><b>Ovid, <i>Metamorphoses</i>, book 8</b></p>	

Option 2: Ovid <i>Metamorphoses</i>		
Section A: Commentary Questions		
Question Number	Answer	Max Mark
2(a)	<p><b>‘One house, however did make them welcome.’ (lines 36-38)</b></p> <p><b>Give two details about this house.</b></p> <p>Answers should include any two accurate details about the house:</p> <ul style="list-style-type: none"> <li>• That it was humble</li> <li>• The roof was made of straw</li> <li>• and reeds</li> <li>• the household knew its duty to gods</li> <li>• and its duty to men</li> <li>• the door was low</li> <li>• the gods had to stoop to get in</li> </ul>	<p><b>[2]</b></p> <p>AO1:2</p>
(b)	<p><b>In the passage Lelex refers to a linden and an oak tree. Explain how these trees were created.</b></p> <p>Answers might include details of how the trees were created:</p> <ul style="list-style-type: none"> <li>• the trees were Baucis</li> <li>• and Philemon</li> <li>• they both sprouted leaves at the same time</li> <li>• bark spread over faces</li> <li>• but they had time to say farewell to each other.</li> </ul> <p>Answers should explain why the trees were created:</p> <ul style="list-style-type: none"> <li>• it was a reward from Jupiter and Mercury for Baucis and Philemon</li> <li>• for their hospitality</li> <li>• they said that they wanted to die at the same time</li> </ul>	<p><b>[6]</b></p> <p>AO1:4</p> <p>AO2:2</p>
(c)	<p><b>What impression do you get of Lelex in this passage? Give reasons for your views and support them with details from the passage.</b></p> <p>Answers should include impressions of Lelex based on interpretation of the passage:</p> <ul style="list-style-type: none"> <li>• that he is wise</li> <li>• he is brave</li> <li>• that he respects the gods and disapproves of blasphemy</li> <li>• that he enjoys storytelling</li> </ul>	<p><b>[7]</b></p> <p>AO3:2</p>



Option 2: Ovid <i>Metamorphoses</i>		
Section A: Commentary Questions		
Question Number	Answer	Max Mark
2(c) Cont'd	<p>Answers should include reasons for the impressions given:</p> <ul style="list-style-type: none"> <li>• he is older and speaks from experience</li> <li>• shows courage in speaking and risking ridicule;</li> <li>• he is keep to stand up for gods and believes in their power</li> <li>• he could just disagree but he illustrates his point with a story and is a good story-teller</li> </ul> <p>Answers should support impressions and reasons with relevant details from the passage:</p> <ul style="list-style-type: none"> <li>• respects gods - 'All were aghast at these blasphemous words and voiced disapproval, especially Lelex.' and 'Whatever the gods decree is accomplished'.</li> <li>• wisdom and experience – 'whose mind reflected his riper years.' and 'I've been to the place myself'</li> <li>• believes in the power of the gods - 'The power of heaven cannot be measured,' he answered firmly. 'It knows no bounds.' And also the story itself.</li> </ul>	AO2:3
	<p><b>The marking grid should be used to mark questions 2(d).</b></p> <p><b>The information suggested below is indicative only, and any accurate points should be credited in line with the marking grid.</b></p> <p><b>(d) How typical is the behaviour of the gods in this story of their behaviour elsewhere in the <i>Metamorphoses</i>?</b></p> <p>Answers should include factual details about how the gods behave in this story and elsewhere in books 1, 3 and 8 of the <i>Metamorphoses</i>:</p> <p>From this story:</p> <ul style="list-style-type: none"> <li>• Baucis and Philemon being rewarded</li> <li>• other people who would not give the disguised gods hospitality being punished</li> <li>• the gods visit mortals in disguise</li> </ul> <p>From the other books:</p> <ul style="list-style-type: none"> <li>• Jupiter turning Lycoan into a wolf</li> <li>• the flood in book one that the gods send to drown mankind so they can start again</li> <li>• Daphne being turned into a tree</li> <li>• Io being turned into a cow</li> <li>• Dionysus causing Pentheus' mother not to recognise him and to tear him apart</li> </ul>	<p>AO1:2</p> <p><b>[15]</b></p> <p>AO1:5</p>

Option 2: Ovid <i>Metamorphoses</i>		
Section A: Commentary Questions		
Question Number	Answer	Max Mark
2(d) Cont'd	<p>There are lots of other examples, and answers may also refer to examples from outside the set books. This is not necessary, but examples from other books should be credited if relevant.</p> <p>Answers should show understanding of reasons behind the events:</p> <ul style="list-style-type: none"> <li>• that Baucis and Philemon are rewarded for their goodness, while the other people are punished for their lack of piety</li> <li>• Lycoan's transformation is punishment for impiety and for trying to get Jupiter to eat human flesh to test if he is really god</li> <li>• there is the issue of hospitality being abused, as Jupiter is a guest and in that sense also be treated with respect, and the person Lycoan killed was a hostage.</li> <li>• the flood used to punish mankind as a whole (though here the point seems to have been to destroy them in order that the gods can start again, as much as punishment)</li> <li>• Pentheus destroyed because he would not recognise Dionysus as a god.</li> <li>• transformation of Daphne is not exactly a reward, though is at her own request, but only because Apollo is about to rape her, which perhaps shows another aspect of gods behaviour</li> </ul> <p>Any other demonstration of understanding of the instances of behaviour chosen.</p> <p>Answers should evaluate 'how typical':</p> <ul style="list-style-type: none"> <li>• look at how typical of gods the actions in the story are</li> <li>• how typical the motivations of the gods are</li> <li>• may focus on idea of gods rewarding good people and punishing bad/disrespectful ones.</li> </ul>	AO2:5
		AO3:5
<b>[Total: 30]</b>		

Option 2: Ovid <i>Metamorphoses</i>		
Section B: Essays		
Question Number	Question Number	Max Mark
	<p>The marking grid should be used to mark questions 3 and 4.</p> <p>The information suggested below is indicative only, and any accurate points should be credited in line with the marking grid.</p>	
3	<p>Do you think that people who read Ovid's stories can learn lessons from them?</p> <p>Give reasons for your answer and include details from the books of the <i>Metamorphoses</i> which you have read.</p> <p>In your answer you might discuss, for example:</p> <ul style="list-style-type: none"> <li>the way people behave in the stories</li> <li>what happens to them;</li> <li>what the gods do in the stories;</li> <li>what lessons you think the stories give.</li> </ul> <p>Answers should include factual details of the stories in books 1, 3 and 8 of the <i>Metamorphoses</i>:</p> <ul style="list-style-type: none"> <li>the flood,</li> <li>the story of men and giants,</li> <li>Deucalion and Pyrrha</li> <li>Python</li> <li>Cadmus</li> <li>Semele</li> <li>Teiresias</li> <li>Narcissus and echo</li> <li>Pentheus and Dionysus</li> <li>Meleager and the Calydonian boar</li> <li>Scylla and Minos</li> <li>The Minotaur and Ariadne</li> <li>Baucis and Philemon,</li> <li>Daedalus and Icarus.</li> </ul> <p>Answers might also include stories from other books of the <i>Metamorphoses</i>, and while this is not required, it should still be credited.</p> <p>Answers should demonstrate understanding of the nature and function of Ovid's stories. This will depend on the stories selected:</p>	<p>[30]</p> <p>[8]</p> <p>AO1:8</p>

Option 2: Ovid <i>Metamorphoses</i>		
Section B: Essays		
Question Number	Answer	Max Mark
3 Cont'd	<ul style="list-style-type: none"> <li>ideas of rewards and punishments</li> <li>stories where people do not seem to deserve what happens to them</li> <li>stories which are amusing or entertaining</li> <li>stories which are sad</li> <li>the way the stories relate to each other.</li> </ul> <p>Answers should include evaluation as to how far people can learn lessons from the stories:</p> <ul style="list-style-type: none"> <li>that some stories do seem to offer lessons</li> <li>that in others the lessons are less clear</li> <li>or that in some there do not appear to be any lessons at all</li> <li>that there are lessons to be learnt from the stories taken together, but not from all the individual stories</li> </ul> <p>Answers may argue either way, but evaluation should be backed up with reasoning and evidence.</p>	AO2:8
		AO3:14
4	<p><b>‘Anyone who reads Ovid’s stories is bound to enjoy them.’ Do you agree?</b></p> <p><b>Give reasons for your answer and include details from the books of the <i>Metamorphoses</i> which you have read.</b></p> <p><b>In your answer, you might discuss for example:</b></p> <ul style="list-style-type: none"> <li><b>your favourite characters</b></li> <li><b>the different things that happen to them</b></li> <li><b>stories which you did not enjoy</b></li> <li><b>whether you think the ancient audience would have found them fun.</b></li> </ul> <p>Answers should include factual details of characters and events in the stories in books 1, 3 and 8 of the <i>Metamorphoses</i>:</p> <ul style="list-style-type: none"> <li>the flood,</li> <li>the story of men and giants,</li> <li>Deucalion and Pyrrha</li> <li>Python</li> <li>Cadmus</li> <li>Semele</li> <li>Teiresias</li> </ul>	<p><b>[30]</b></p> <p>AO1:8</p>

Option 2: Ovid <i>Metamorphoses</i>		
Section B: Essays		
Question Number	Answer	Max Mark
<p>4</p> <p>Cont'd</p>	<ul style="list-style-type: none"> <li>• Narcissus and echo</li> <li>• Pentheus and Dionysus</li> <li>• Meleager and the Calydonian boar</li> <li>• Scylla and Minos</li> <li>• the Minotaur and Ariadne</li> <li>• Baucis and Philemon,</li> <li>• Daedalus and Icarus.</li> </ul> <p>Answers might also include stories from other books of the <i>Metamorphoses</i>, and while this is not required, it should still be credited.</p> <p>Answers should demonstrate understanding of the nature of the stories and the elements that are enjoyable:</p> <ul style="list-style-type: none"> <li>• how the stories work as whole</li> <li>• why particular elements from the stories are enjoyable, amusing or entertaining</li> <li>• why some stories are not enjoyable</li> </ul> <p>Answers should evaluate whether or not anyone who reads Ovid's stories is bound to enjoy them:</p> <ul style="list-style-type: none"> <li>• some thought about the different people who might read the stories,</li> <li>• possibly considering the ancient as well as modern audience and whether they would react differently to the stories</li> <li>• whether even the more serious stories can still be fun to read</li> <li>• whether the stories are enjoyable taken together</li> </ul> <p>Answers can evaluate either way but evaluation should be supported with reasoning and evidence.</p>	<p>AO2:8</p> <p>AO3:14</p>
		<b>Total 30</b>

	AO1 Recall, select and organise relevant knowledge of literature and its contexts and/or of society and values of the classical world.		AO2 Demonstrate an understanding of literature and its contexts and/or of society and values of the classical world.		AO3 Interpret, evaluate and respond to literature and its contexts and/or of society and values of the classical world.	
Thorough	5	8	5	8	5	12-14
	Demonstrates <b>thorough</b> knowledge based on a full range of relevant factual information and evidence. Gives a detailed overview. <i>Essays only - text is legible and spelling, grammar and punctuation are accurate. Meaning is communicated clearly.</i>		Demonstrates <b>thorough</b> understanding of evidence with clear and detailed explanation.		<b>Thorough</b> evaluation with detailed analysis of evidence. Answers construct an informed personal response to the question.	
Sound	4	6-7	4	6-7	4	9-11
	Demonstrates <b>sound</b> knowledge based on a range of relevant factual information and evidence. Gives a <b>sound</b> overview. <i>Essays only - text is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</i>		Demonstrates <b>sound</b> understanding of evidence with explanation.		<b>Sound</b> evaluation with analysis of evidence. Answers offer a personal response to the question.	
Some	3	4-5	3	4-5	3	6-8
	Demonstrates <b>some</b> relevant knowledge based on a range of factual information and evidence. Gives a partial overview. <i>Essays only - text is legible. There are mistakes in spelling, grammar and punctuation however meaning is still communicated clearly for most of the answer.</i>		Demonstrates <b>some</b> understanding of evidence with <b>some</b> explanation.		<b>Some</b> evaluation with <b>some</b> analysis of evidence. Answers offer a personal response to <b>some</b> of the question.	
Limited	2	2-3	2	2-3	2	3-5
	Demonstrates <b>limited</b> relevant knowledge and information. <i>Essays only - text is sometimes illegible and there are mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</i>		Demonstrates <b>limited</b> understanding of evidence.		<b>Limited</b> evaluation and analysis of the evidence. Answers offer a personal response at a <b>limited</b> level.	
Minimal/ None	0-1	0-1	0-1	0-1	0-1	0-2
	Demonstrates <b>minimal or no</b> relevant knowledge. <i>Essays only - text is often illegible. Frequent mistakes in spelling, grammar and punctuation impede communication of meaning.</i>		Demonstrates <b>minimal or no</b> understanding of evidence.		<b>Minimal or no</b> evaluation of the evidence. Answers offer a <b>minimal</b> personal response, or <b>no</b> response.	

**Assessment Objectives Grid (includes QWC)**

<b>Question</b>	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>Total</b>
<b>1(a)</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>
<b>1(b)</b>	<b>4</b>	<b>2</b>	<b>0</b>	<b>6</b>
<b>1(c)</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>7</b>
<b>1(d)</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>15</b>
<b>2(a)</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>
<b>2(b)</b>	<b>4</b>	<b>2</b>	<b>0</b>	<b>6</b>
<b>2(c)</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>7</b>
<b>2(d)</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>15</b>
<b>3</b>	<b>8</b>	<b>8</b>	<b>14</b>	<b>30</b>
<b>4</b>	<b>8</b>	<b>8</b>	<b>14</b>	<b>30</b>
<b>Totals</b>	<b>21</b>	<b>18</b>	<b>21</b>	<b>60</b>

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